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ABSTRACT

The Instructor-Counselor Program is designed to prepare teachers for special service in lower division college programs, especially in student development programs concentrating on basic skills. It emphasizes academic counseling, tutoring, and special approaches to instruction, especially for the underachieving-disadvantaged student. Both full- and part-time programs are offered. The full-time program consists of 50 quarter hours of graduate work culminating in the Master of Education degree. Participants take specially designed seminars and laboratory experiences in higher education, counseling, and instructional strategies, along with graduate course work in their subject matter areas and a two-quarter internship. The part-time program consists of a minimum of 19 quarter hours of graduate credit. Participants, recruited largely from staffs of area community colleges, use these graduate hours to develop added skills to work with high-risk students. Participants in both programs work in mini-counseling laboratories, which involve them in tutoring and counseling with five high-risk students who are in student development programs at one of four cooperating community colleges. Plans have been made and data is being collected for evaluation of the program. (RT)

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A CASE STUDY

Cleveland State University

and

Cuyahoga Community College

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EDUCATION & WELFARE
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Preparing Instructor-Counselors for Underachieving College Students

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A Case Study

Cleveland State University, College of Education,
and
Cuyahoga Community College

Preparing Instructor-Counselors for Underachieving
College Students

1. Description and Development of Program

The Instructor-Counselor Program, a master's level teacher preparation program is a planned effort of Cleveland State University's College of Education and Cuyahoga Community College, with the close working collaboration of Lorain County Community College and Lakeland Community College. The program is in keeping with national priorities of preparing higher education personnel to work with disadvantaged students and also with the conviction that has guided CSU's College of Education since its inception in 1966--that its task at this point in time is to deal with the most neglected educational needs of present society without reference to the prestige attached to these activities in university subcultures.

The Instructor-Counselor Program was developed from the belief that few institutions of higher education have made a sustained commitment to underachieving high school graduates who show reasonable promise, with proper assistance and encouragement, for success in collegiate life. Such commitment is a low prestige enterprise in institutions of higher learning. This is emphasized by Dr. William Moore, Jr. in his recent study, Against the Odds. Speaking of the problems of preparing faculty to work with disadvantaged-underachieving students, Dr. Moore says, "Fewer than a dozen large institutions have 'significant' teacher-training

programs for two-year college people. None of them, however, indicates training designed to assist faculty who have an interest in working with the educationally handicapped."[1]

A study of the traditional preparation of college and university instructors further underlines Dr. Moore's remarks. Graduate schools are not particularly concerned with preparation of any kind of college teacher, junior or senior. Since instructors are not specifically prepared to teach "normal" achieving freshmen and sophomores as a group, then there must be a total lack of competencies among faculties to teach high-risk students, who make up a special category in higher education.

The Education Professions Development Act gives special priority to this situation, recognizing that the demand for specialists in lower division remedial instruction, tutoring, and counseling is great, while the supply of qualified specialists for this function is virtually non-existent.

The need for such personnel and for such developmental programs is also recognized by the Carnegie Commission on Higher Education. In a recent special report the Commission listed among its priority recommendations:

> ...the initiation of an individualized "foundation year" available on an optional basis to all interested students. The needs of students requiring remedial education might well be met most successfully within the framework of this approach.[2]

It went on to say:

> ...there is a need for continual study and evaluation of innovations in remedial education and for cooperative arrangements between community colleges and other educational institutions in providing this type of education.[3]

The ability to provide lower division college and university programs which are sufficiently potent to counteract the academic deprivations of the high-risk student depends, in good measure, upon the ability of community junior colleges and of graduate schools in universities to link their human and physical resources to develop a new category of college instructors in general education. Such an instructor must use new teaching skills and strategies and new tutorial and counseling skills to liberalize the education of students in his respective academic discipline.

The program co-sponsors, CSU and CCC, have given evidence at all levels of their commitment to the development of this new speciality of instructors in higher education. At the policy-making level, the Boards of Trustees of both institutions approved and accepted the first-year's Instructor Counselor Program. Both institutions provide full and direct use of their combined human and physical facilities, including such crucially central resources as CSU's Developmental Reading Center, CCC's Instructional Media and Materials Center, and both human and physical resources of their Student Development Programs.

Cleveland State University is further demonstrating its commitment to underachieving-disadvantaged students through its efforts to recruit "high risk" students. In 1969, CSU recruited 60 students for a special developmental program. This year the University recruited 400 high-risk students into its newly-established Student Development Division. Dr. Alfred M. Livingston, current Director of the Instructor-Counselor Program and adjunct professor in the College of Education, was named to

the Board of Directors of the Student Development Division, in order to articulate the freshman development program with the graduate program.

The CSU College of Education is also conducting several elementary and high school programs within the City of Cleveland in an attempt to begin student development in the early childhood years and to carry it through high school. The Instructor-Counselor Program is a further step in this developmental effort.

Cuyahoga Community College, the largest of three Northeastern Ohio community-junior colleges and the program associate, is demonstrating its commitment to the disadvantaged population of Metropolitan Cleveland. Located within several blocks of CSU in downtown Cleveland, Cuyahoga Community College is also focusing on a sizable portion of the 40 per cent black segment of the Cleveland population and the large numbers of Puerto Rican, Appalachian whites, and other minority and low-income groups. In this regard, CCC has established an open-door policy, outreach recruiting and educational counseling, and a multi-faceted development program to make the open-door policy more than a mere entrance level commitment.

Lorain County Community College, a collaborating program partner, has established a student development program not only for its black population, but also for its Puerto Rican population, which in Lorain County (some 30 miles west of downtown Cleveland) comprises the nation's second largest Puerto Rican concentration, second only to New York City.

Lakeland Community College, also a collaborating program partner, is attempting to reach its county's black population and large numbers of economically disadvantaged, rural whites, especially in neighboring Geauga County, located some 30 miles east of downtown Cleveland.

These four institutions, CSU, CCC, Lorain CC, and Lakeland CC, think the pioneering efforts of higher education must be the focusing of its attention on minorities. This thinking is underscored in a recent report by the General Electric Corporation, which pointed out that, "The minority community is projected to account for approximately one-fifth of the net increase in population between now and 1980. By that year, minorities will represent at least 12.9 per cent of our total population."[4]

2. Program Objectives

The primary objective of this program is to develop "instructor-tutor-counselors" to work with underachieving college students, especially in student development programs designed to upgrade and strengthen basic skills. The special development of the "instructor-tutor counselor" is intimately tied to national and local needs for higher education personnel who are prepared to provide sound educational programs for high-risk students. As such, the program aims at preparing a new kind of college instruction, an "instructor-tutor counselor," who is competent in both a subject matter field and in higher education, including tutoring, academic counseling, and other forms of general student development. Such skills and competencies are necessary components of any broadly-based student development program. Specifically, the program aims at developing an instructor-tutor counselor who has:

a. Sufficient competence in a discipline to enable him to provide tutoring and other special assistance to disadvantaged students.

b. Necessary understandings of the developmental needs of students in the early college years, including an understanding of their social milieu and its relation to student needs.

c. An understanding of, an interest in, and a commitment to working with disadvantaged students in the lower division years.

d. An understanding of the roles and purposes of higher education in a pluralistic, changing society, particularly as it relates to disadvantaged students and to lower division instruction.

(For specific objectives, please see Appendix A.)

These objectives are clearly directed towards providing a supportive climate of learning for underachieving college freshmen and sophomores. In the larger sphere of society, we are also mindful of the growing demand for educators with these same skills and insights. More and more we see a commitment of industries, large and small, to recruit and develop young adults for gainful employment who require academic skill development, tutoring, and personal counseling, all of which are being stressed in this program. Thus, while our target of objectives is in improving higher education, we expect a number of our program graduates to be sought by industrial establishments who share these same deep societal concerns.

3. Program Design

The Instructor-Counselor Program is designed for both full- and part-time participants. It began at Cleveland State University on July 1, 1970, and will continue through June 30, 1971.

Full-time Program

The full-time program consists of 50 quarter hours of graduate course work and related experiences, culminating in the Master of Education degree. Participants take specially designed seminars and laboratory experiences in higher education, counseling and instructional strategies,

along with graduate course work in their subject matter areas. Major field course work may be applied to a second master's degree in their discipline or to a sixth-year certificate in the College of Education.

Since program components are tailored to individual needs and interests, various areas of academic specialization, along with concentrated work in developmental skills, are included. For example, students are concentrating in developmental reading, instructional media, nursing, education, English, science, mathematics, sociology, and psychology.

Part-time Program

The part-time program consists of a minimum of 19 quarter hours of graduate credit. Part-time participants, recruited largely from professional personnel in the three area community colleges and from other institutions of higher education in Northeastern Ohio, including technical institutes, use these graduate hours to develop added skills and competencies to work with high-risk students. Some part-time participants will elect to apply credits earned in this program to other programs offered at CSU or elsewhere.

Besides engaging in course work and teaching strategy seminars, all participants work in mini-counseling laboratories, which are special components of the entire program. The mini-laboratories involve the instructor-counselor in tutoring and counseling with five high-risk students who are in student development programs on one of the four campuses. These mini-counseling laboratories, within the context of the student development programs, serve as learning laboratories. The instructor-counselor will tutor, advise, carry on instruction in small groups, and more importantly, develop appropriate instructional

strategies and gain a deeper understanding of student attitudes, aspirations, and values.

Program Design (See Figure 1)

The program began with a four-week, full-time summer seminar entitled, "Seminar in Higher Education: Teaching and Learning." This seminar focused on the goals and range of post-high school education, the curriculum organization and content in the junior community college, the nature and needs of the disadvantaged student, and specialized pedagogy, including evaluation. The first mini-counseling laboratory was part of this seminar.

This fall term, participants are taking "Themes and Approaches to Learning in General Education." This course introduces various concepts, goals, organizational schemes, and approaches to curriculum in general education. The student will develop a plan of instruction in his area of concentration as a direct application of classroom learning.

During this same term, full-time participants are also enrolled in the "Pre-teaching Internship and Seminar." The internship is provided in appropriate departments at the four institutions under the direct supervision of designated resident faculty. The internship includes participant observation, direct work with the resident instructor, including "office tutorials," and work with lower division students. A concurrent seminar includes new approaches to learning and teaching strategies, and opportunities to work with instructional media and computer-assisted instruction.

Figure 1

PROGRAM DESIGN

Term	Course	Credit (Quarter Hours)
Summer, 1970	Seminar in Higher Education: Teaching and Learning	6*
	Mini-Counseling Laboratory	
Fall, 1970	Themes and Approaches to Learning in General Education	4*
	Pre-Teaching Internship and Seminar	3
	Mini-Counseling Laboratory	
	Seminar in Development of Instructional Media and Materials	
	Two courses in field of academic concentration	8
Winter, 1971	Metropolitan Foundations of Education	3*
	Directed Teaching Internship and Tutorial Experience	5
	Mini-Counseling Laboratory	
	Two courses in field of academic concentration	8
Spring, 1971	Teaching-Counseling Internship and Seminar in Development of Course Materials and Teaching Strategies	8
	The Student in Higher Education	3*
	Human Relations and Teaching the Disadvantaged	3*
	Mini-Counseling Laboratory	

*These courses make up the part-time program, which also includes the mini-laboratory.

Internship phases of the program continue in the winter and spring terms, allowing participants to work with resident instructors at the four institutions in more intensified experiences. During the internships, participants are assisted in developing their own experimental course (involving new methods and materials) which directly applies to teaching high-risk students. Some students will move into sophisticated multi-media instruction; others will explore approaches to personalized instruction in a teaching field. Ultimately, in the spring term internship, the participants will try out their new methods and materials in actual classroom settings under supervision of the program staff and resident instructors.

Students will also take "Urban Foundations of Education," designed to provide a broad base of knowledge and understanding of the socio-political-economic structure of the urban community and its relation to the educational needs of the disadvantaged. Another course, "The Student in Higher Education," provides participants with a working knowledge of college-bound students, their aspirations, problems, and needs. The course, "Human Relations and Teaching the Disadvantaged," explores the bases for human relations, the professional's role in establishing human relations with students, and techniques of applying human relations to student development.

Full-time participants also select graduate course work in their field of academic concentration. They may select from a wide variety of options in such fields as biology, chemistry, physics, mathematics, English, sociology, psychology, and education. (See Appendix B for sample listing.)

4. Personnel

The general direction of the program is assigned to Dr. Alfred M. Livingston, Executive Vice President of Cuyahoga Community College and Director of the Instructor-Counselor Program. Dr. Livingston is recognized as a national leader in this field; he is providing leadership on a substantial basis in the first year's program. He is assisted by Dr. Ferris F. Anthony of the CSU College of Education faculty, who received his doctorate at Michigan State University in higher education. He is now Assistant Director of the Instructor-Counselor Program, having served several years as Director of Student Personnel Services in the College of Education at CSU.

Dean Sam P. Wiggins of CSU's College of Education serves as an instructor in higher education, urban education, and in various seminar aspects of the program.

President Wayne L. Rodehorst of Lakeland Community College and Vice President Henry Milander of Lorain County Community College also participate in various aspects of the program.

Dean Raymond Bowen, Special Assistant for Minority Relations to President Harold Enarson, and newly-appointed Dean of the CSU Student Development Division, is directly involved in the mini-counseling laboratory. He is assisted by Dr. Kenneth Jenkins, Director of the CSU Counseling Center, and by Dr. Elsie Nicholson, Director of the CSU Developmental Reading Center.

Mr. Richard Decker, Director of CCC's Instructional Media Center, works with participants in the development of materials and media for their experimental courses.

There is another valuable staff resource for this program whose qualifications are exceptional, but whose paper credentials are questionable. These are adult citizens from the urban community who live in a world of limited educational opportunity. CSU has recruited 30 such citizens who were trained in a "Citizens' Teacher Training Institute" this summer (1970). They serve as part-time resource persons for this and other urban teacher preparation programs. Two of these "citizen-educators," Mrs. Mary Sykes and Mrs. Maxine Brown, have already demonstrated their value to teacher preparation programs, having served one year on the College of Education Triple T Advisory Council.

In addition, the program makes extensive use of faculty and staff at the four cooperating institutions, including "resident instructors," who are directly involved in internship phases of the program.

5. Budget

The Instructor-Counselor Program is supported by a Federal grant, under provisions of Title V of the Education Professions Development Act. The grant totals $171,846, and it provides for a forty-month program from July 1, 1970, through June 30, 1971.

The program budget includes partial salary for the Program Director and Assistant Director, including their administrative and teaching roles within the program. It also includes salary for faculty who participate in either direct classroom teaching roles or in seminar and mini-laboratory activities. Besides this, the budget provides for resident instructors and supervisory staff for internship phases of the program.

Also included within the budget are full stipends for each of the 18 full-time participants and partial stipends for the 16 part-time participants. All participants do not pay instructional costs, but they do provide for their books and other necessary materials.

The budget also provides for consultants and part-time instructors. This includes travel and per diem expenses, where applicable.

The program budget also includes instructional supplies, such as video tapes, transparencies, and multi-media supplies, and equipment rental, such as media laboratory equipment and instructional equipment.

An indirect operating cost of 8 per cent is provided to Cleveland State University. However, all four institutions provide facilities without cost to the program. These facilities are cost-sharing items which are not directly figured into the budget.

6. Evaluation and Follow-up

The design for evaluating the program is being jointly undertaken by the instructor-counselor students, the program staff, students from the student development centers, and various outside consultants. Evaluation involves two related components:

a. Continuous evaluation of all phases of the program, including internships, mini-laboratories, course work, and seminars.

b. Pre- and post-evaluation to determine the immediate impact of the program on local developmental programs and the success of the program in terms of its stated goals.

Throughout the program, participants receive continuous monitoring on both group and individualized bases. This monitoring consists of a

series of staff analysis conferences, analysis of video-taped internship experiences, and evaluation of course materials. Participant success with mini-counseling laboratory students is determined on the basis of pre- and post-testing and of comparisons with a control group of "average" students.

The total program evaluation is inherent in the detailed program objectives. Evaluation, in this sense, is a measure of how well each participant meets these objectives which are purposive parts of each course, each internship and seminar experience, and each mini-counseling experience. In this regard, Mr. June Church, a doctoral candidate at the University of Kentucky, will serve as the chief evaluator of program objectives and participant success. Besides Mr. Church, the staff has arranged for the evaluation services of Dr. Don Henderson of the University of Pittsburgh and Dr. William Moore, Jr., President of Seattle Central Community College.

7. Contribution to Teacher Education

The Instructor-Counselor Program aims at preparing teachers for special service in lower division college programs, and goes beyond traditional definitions of the teacher's role by placing special emphasis on academic counseling, tutoring, and special approaches to instruction, especially for the underachieving-disadvantaged student.

The Instructor-Counselor Program seeks to explore a wide range of teaching-learning experiences, including the professional internship, which links the competencies and insights of a resident instructor with

the theoretical base being developed by the instructor-counselor intern. The internship brings together the full-fledged professional instructor with a junior instructional associate, not in traditional graduate assistantship relations, but in genuine instructional partnership.

Closely related to the internship is the mini-counseling laboratory, allowing the instructor-counselor to apply classroom, seminar, and internship experiences in real settings with regularly assigned underachieving students. The mini-laboratory not only gives the instructor-counselor an opportunity to develop and apply individualized instruction, but also gives the mini-laboratory students a direct personalized link with their undergraduate institution.

The Instructor-Counselor Program also brings together the human and physical resources of the four participating institutions, various community agencies, and the community at large. The point emphasized here is that the preparation of teachers is not limited to institutions of higher education, but involves a wide range of persons.

More specifically, it is expected that the Instructor-Counselor Program will make the following contributions to teacher education:

...Provide a pioneering model for the development of the college level teacher.

...Develop new approaches in the application of theory to ongoing, real situations, including the design of the internship and mini-laboratory experiences.

...Explore instructional techniques and strategies for working with underachieving-disadvantaged students.

...Bring together faculty, staff, students, and members of the community in the development of college instructors, who will have competency in providing the full educational development of students, not their academic development alone.

CITATIONS

1. Moore, William, Against the Odds, Jossey-Bass, Inc., San Francisco, 1970, page 69.

2. The Carnegie Commission on Higher Education, The Open Door College, McGraw Hill Book Company, New York, 1970, page 22.

3. Ibid., page 22.

4. General Electric Corporation, "The Minority Environment in the Seventies," Business Environment, New York, January, 1970, page 1.

APPENDIX A

INSTRUCTOR-COUNSELOR PROGRAM

OBJECTIVES

Primary Objective

The primary objective of the Instructor-Counselor Program is to educate and train instructor-tutor counselors to work with college freshmen and sophomores, especially in student development programs designed to upgrade and strengthen basic skills.

Sub-Objectives

The Instructor-Counselor Program aims at developing in the instructor-counselor:

I. Sufficient competency in a discipline to enable the instructor-counselor to provide tutoring and other special assistance to students with special needs.

A. The instructor-counselor should be able to:

1. Identify the content of his subject matter area taught in lower division college program.

2. Identify various teaching methods being used in his subject area, both traditional and experimental methods.

3. Demonstrate a competency in his subject matter area by being able to pass a valid examination at the 70% level.

4. Demonstrate a working knowledge of the concepts of his discipline.

5. Demonstrate an ability to write appropriate course objectives in his subject field based on a concept of the discipline, on an understanding of the learner and his needs, and on measurable criteria.

6. Demonstrate an ability to translate course objectives into sound learning-teaching experiences for lower division students, with emphasis on students with special needs.

7. Demonstrate an ability to develop innovative approaches to teaching his subject field, especially as it relates to the specific needs of individual students and groups of students.

8. Demonstrate an understanding of instructional technology and of its application to teaching his subject field.

9. Demonstrate an understanding of inter- and intra-relationships between his subject field and other subject fields.

10. Demonstrate an ability to develop his own learning-teaching system which is based on a sound rationale and which can be used with students.

11. Demonstrate an ability to evaluate his learning-teaching system in terms of his stated objectives and his ability to use resultant feedback to revise his system.

12. Demonstrate his ability to assist the student in adapting productively to the academic environment. (This can be measured by the success rate of his mini-laboratory students and other internship aspects of the program.)

II. Necessary understandings of the developmental needs of students in the early college years, including an understanding of their social milieu and its relation to student needs.

A. The instructor-counselor should be able to:

1. Identify demographic characteristics of student populations:

a. Nationally
b. State-wide
c. Locally

2. Identify ability levels of incoming students in terms of overall ability and in terms of areas of strengths and weaknesses.

3. Identify socio-psychological development in the early college years, especially ages 18-21.

4. Demonstrate an understanding of the relationship between intellectual potential, basic skills, and personal development.

5. Demonstrate an ability to identify incoming goals and purposes of students in the lower division, and to help students to relate occupational and life goals to his abilities and level to which he is willing to carry his aspirations.

6. Demonstrate an understanding of the institutional press.

7. Demonstrate an understanding of the socio-economic forces affecting students.

8. Demonstrate an understanding of the concept of "disadvantaged" as exemplified by the several categories of "disadvantaged" individuals in this society.

9. Demonstrate an understanding of the local community and its relation to education; and a further understanding of the community which the college graduates will enter.

10. Demonstrate an ability to help students to appreciate and understand their cultural heritage and to base their personal development on this appreciation and understanding.

12. Demonstrate an ability to identify and accept the student's socio-cultural heritage,

13. Demonstrate an ability to help students to recognize and accept their possible roles in the local, state, national, and world communities.

III. An understanding of, an interest in, and a commitment to working with disadvantaged students in the lower division years.

A. The instructor-counselor should be able to:

1. Demonstrate an ability to apply items in #II to working with lower division students. Examples of how these may be demonstrated, include:

a. Mini-counseling laboratories
b. Internship phases of the program
c. Knowledge of the literature in this area

d. Develop and defend a point of view with regard to the literature
e. The development of a course of instruction and/or a developmental program aimed at students with special needs.

IV. An understanding of the role and purpose of higher education in a changing society, particularly as it relates to lower division instruction.

A. The instructor-counselor should be able to:

1. Demonstrate a knowledge of the history of American higher education, its formation, its pluralistic philosophies, its sociology, and its relationships to external educational systems.

2. Demonstrate a knowledge of current goals of higher education and an ability to identify future trends.

3. Demonstrate a knowledge of the relationship between higher education and other societal institutions and to society in general.

4. Demonstrate a knowledge of the structure of American higher education.

5. Demonstrate an understanding of the internal structure of a college or university.

6. Demonstrate an understanding of the professional in higher education and the rights and responsibilities of the professional and professional socialization.

7. Demonstrate an understanding of the mechanics of internal operations in higher education, i.e., registration, credits, academic bookkeeping, along with the rationale and purpose of the same.

8. Demonstrate an understanding of the nature of the lower division (freshman-sophomore years) as represented in the several institutions of higher education extant in the United States.

9. Demonstrate a knowledge of education beyond the high school with emphasis on the two-year college and its variations.

10. Demonstrate a knowledge of the developing field of higher education as a social phenomenon, especially as expressed in professional literature.

11. Demonstrate a knowledge of the relationship between higher education and elementary and secondary education.

12. Demonstrate a working knowledge of the concepts of general education, liberal arts, and specialization, and be able to develop a curriculum ulilizing these concepts.

APPENDIX B

SAMPLE COURSE LISTINGS

The courses listed below are some of the possible selections which the instructor-counselors may make from their major field. The total number of hours in the field of academic concentration for full-time participants, as indicated in the program description, is 16 quarter hours.

Biology

B 501 Population Genetics
B 505 Bioenergetics
B 507 Physiological Ecology
B 509 Histo- and Cyto-Chemistry
B 525 Comparative Animal Physiology
B 529 Host-Parasite Interactions
B 561 Functional Neuroanatomy
B 577 Advances in Biology

Chemistry

C 560 Quantum Mechanics
C 561 Quantum Theory
C 501 Chemistry Teaching
C 562 Thermodynamics
C 564 Chemical Kinetics
C 566 Spectrometric Interpretation
C 568 Molecular Spectroscopy
C 573 Modern Organic Synthesis
C 582 Theoretical Inorganic Chemistry
C 592 Advanced Biochemistry
C 593 Clinical Chemistry
C 660 Special Topics in Physical Chemistry
C 670 Special Topics in Organic Chemistry

Economics

Ec 501 Macroeconomic Analysis
Ec 507 Economic Education
Ec 511 American Economic History
Ec 516 Comparative Economic Systems
Ec 532 Economics of Public Control
Ec 535 Economics of Telecommunication
Ec 540 Advanced Macro Economics I, II

Economics (con't.)

Ec 542 Business Fluctuations and Forecasting
Ec 548 Fiscal Theory and Policy
Ec 555 Problems of Money and Capital Markets
Ec 557 Current Banking Problems
Ec 570 Urban and Regional Economics
Ec 572 Urban Manpower Problems
Ec 575 City Planning
Ec 577 Seminar in Urban and Regional Economics
Ec 585 Economics of Underdeveloped Countries

Education

EdB 500 Foundations of Metropolitan Education
EdB 501 Educational Research
EdB 502 Human Relations
EdB 504 Instructional Practices and Organization

EdE 500 Applied Field Learning
EdE 506 Citizen Participation in the Schools
EdE 508 Personnel Administration
EdE 509 School Student Personnel Administration
EdE 526 Principles of Guidance and Group Processes
EdE 570 Introduction to Curriculum Theory and Development
EdE 571 The Instructional Process

History

H 511 Readings in American Colonial History
H 513 Readings in US History, 1800-1877
H 515 Readings in US History, 1877-1917
H 516 Seminar on 19th Century America
H 517 Readings in US History, 1917 to the present
H 532 Seminar on English History

Mathematics

M 531 Foundations of Mathematics
M 541 Foundation of Modern Analysis
M 545 Complex Variable Theory
M 551 Algebraic Structures
M 556 Theory of Numbers
M 565 Topics in Probability
M 568 Sampling Theory
M 571 Optimization Theory I,II
M 581 Synthetic Projective Geometry

Physics

P 511 Classical Mechanics
P 521 Electromagnetic Theory
P 531 Quantum Mechanics
P 541 Introductory Solid State Physics
P 551 Nuclear and Elementary Particle Physics
P 556 Introduction to Biophysics
P 561 Physical Measurements Lab
P 565 Special Topics in Experimental Physics
P 570 Special Topics in Nuclear Physics
P 580 Special Topics in Solid State and Molecular Physics
P 597 Seminar in Methods of Teaching Physics

Psychology

Psy 501 Human Belief Systems
Psy 511 Quantitative Methods
Psy 516 Practicum in Assessment
Psy 517 Philosophy of Assessment
Psy 522 Theories of Personality
Psy 540 Assessment Technology
Psy 546 Classification of Behavior Deviations
Psy 548 Developmental Psychology
Psy 550 Special Disabilities
Psy 560 Advanced Learning
Psy 562 Human Abilities
Psy 564 Subcultural Variations
Psy 601 Methods of Counseling
Psy 602 Practicum in Counseling
Psy 611 Social System Intervention

Systems and Information Science

SIS 501 Introduction to Computer Science

Black Studies

CSU provides courses in Black Studies, primarily at lower-division levels. Some courses in Black Studies, however, are offered at the senior level. The total offerings in Black Studies present several possibilities for the instructor-counselor participant. For example: some instructor-counselor participants may elect to do their teaching internship experience in lower-division, Black Studies courses. The senior-level courses might also be thought of in connection with an area of academic concentration. Specifically, an instructor-counselor majoring in sociology, could possibly elect Soc 403 - Sociology of Poverty and/or Soc 405 - Minorities as part of his concentration. The following is a listing of current offerings in the Black Studies program.

Black Studies (con't.)

Anthropology 303--Peoples and Cultures of Africa
Art 296--African Art
Arabic--Beginning Arabic
Dramatic Arts--The Black Man and Drama
English 392--Black Fiction
Economics 359--Capital and Credit in the Ghetto
History 215--History of Black Americans
History 391--African History
Music 151--History of Jazz
Political Science 212--Urban Politics
Political Science 322--Politics of Black Africa
Political Science 422--Dissent and Disobedience
Political Science 433--Politics of White-Settler Africa
Religion 217--Black Man's Religion
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